

**TITLE**

# AANHPI HISTORY MAKERS

GRADE LEVEL: 3RD - 5TH GRADE

**DISCIPLINE:** History, English, Social Studies

**TOPIC:** Different people of the AANHPI community who have made huge impacts in their fields

**STANDARDS:** CCSS.ELA-LITERACY.SL.3.1.C | CCSS.ELA-LITERACY.SL.3.4 | CCSS.ELA-LITERACY.SL.3.6 | CCSS.ELA-LITERACY.SL.4.1 | CCSS.ELA-LITERACY.SL.4.1.A-D | CCSS.ELA-LITERACY.SL.4.2 | CCSS.ELA-LITERACY.SL.4.3 | CCSS.ELA-LITERACY.SL.4.4 | CCSS.ELA-LITERACY.SL.4.5 | CCSS.ELA-LITERACY.SL.5.1 | CCSS.ELA-LITERACY.SL.5.1A-D | CCSS.ELA-LITERACY.SL.5.3 | CCSS.ELA-LITERACY.SL.5.4 | CCSS.ELA-LITERACY.SL.5.5  
Learning for Justice Social Justice Standards 1, 6, 7,8, 10, 11, 12, 14

**OBJECTIVES:**

- Students will conduct research on prominent AANHPI history makers to prepare an oral presentation on the individual’s life.
- Students will engage in discussions regarding the achievements of various AANHPI history makers to draw comparisons to their personal experiences and make connections to different historical contexts.
- Students will relay information about their researched individual, ask questions to their peers, and develop an appreciation for impactful AANHPI history makers and their contributions to contemporary society.
- Students will practice a variety of basic research methods.

**ESSENTIAL QUESTIONS:**

- Who are some AANHPI history makers in society and history?
- What are some impacts AANHPI history makers have on society?
- What connections can students make between them and history makers?
- How can students research basic biographical information well?

**MATERIALS NEEDED:**

- Projector for presentation,
- Poster board for presentation,
- Construction paper/glue/scissors/etc. for presentation construction

**CLASSROOM HOURS NEEDED:** 45-60 minutes for the lesson, plus 20 minutes for project planning, and any additional time for class work on project

**FINAL ASSESSMENT TYPE:** A biography project and presentation on an AANHPI history-maker of their choice

**KIT INCLUDES:** [Slideshow](#), [Educator Discussion Guide](#), [Instructional Parent Letter](#), [Student Presentation Note Sheet](#), [Wax Museum Presentation Script](#), [Glossary of Terms](#)

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### INTRODUCTION:

Asian American, Native Hawaiian, and Pacific Islanders have had significant contributions and impacts on the U.S. and the world throughout history. This lesson plan will highlight the historical significance of five AANHPI individuals and students will learn how many more have done the same through their own research and by reviewing their peers' research.

### ACTIVITY

#### LESSON PLAN DAY 1:

- Teacher will begin the period with a biographical presentation on Yo-Yo Ma, Anna May Wong, Patsy Mink, Suni Lee and Parag Agrawal.
- After presenting, the teacher will discuss the noted figures with the class, being sure to encourage connections and comparisons. Use the attached discussion guide.
- Recite a brief biography of the individual while peers, parents, and other members of the community move around to various students to inquire of their chosen history maker.
- Students will also be given the list of figures to choose from.

#### LESSON PLAN DAY 2:

- After any lesson they choose, the teacher will present briefly on how to research people and history makers correctly.
- After presenting, students will have allotted time to pursue biographical research on their figure of choice.

#### LESSON PLAN DAY 3-X:

- Teachers can allot class time to finishing biographical research, Visual Aid (poster), and any preparation for a discussion, presentation, or a "wax museum," where students roleplay as their figure of choice and recite a script detailing what they researched.

#### LESSON PLAN PRESENTATION DAY:

- Students should come to class prepared with any materials necessary for whichever style of presentation the teacher assigns.  
Students should give presentations to the class, and if possible, larger audiences including other classes, grades, and/or parents.
- Make sure that not all students present at once if in a wax museum format, so that students can go around to listen to presentations and take notes with the attached sheet.
- *If using a simple presentation format, students watching should still take notes on their peers' presentations.*



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### TAKE HOME ASSIGNMENT:

- Students should complete any presentation materials, whether it be a simple poster, rehearsing any script, or preparing any role-play dress, before a set presentation date. If some materials for presentation are not accessible, simple speeches and role-play will still be satisfactory.
- Additionally, students should have their parent or guardian sign the attached form detailing the activity and sensitivities that should be paid in respect to completing this assignment.

### REFERENCES:

*-Asian Americans in the People's History of the United States - Zinn Education Project*  
*-16 Asian American Heroes Our Kids Need to Know About Yo-Yo Ma - Cello, Facts & Family - Biography Life & Music | Yo-Yo Ma*  
*-Who is Parag Agarwal?*  
*-Patsy Mink - Wikipedia*  
*-30 Revolutionary Asians And Pacific Islanders To Celebrate For AAPI Heritage Month – Negra Bohemian*  
*-Inspiring Scientists and Engineers to Know - Asian American Native Hawaiian/Pacific Islander Heritage Month | Science Buddies Blog*  
*-<https://www.womenshistory.org/education-resources/biographies/anna-may-wong>*  
*-<https://dbknews.com/2018/04/30/asian-americans-pacific-islander-heritage-month-the-rock-mindy-kaling/>*  
*-8 Actors and Celebrities Who Are Pacific Islander - Good*  
*-<https://blog.ongig.com/diversity-and-inclusion/famous-asian-americans/>*  
*-<https://www.educatorstechnology.com/2018/01/11-great-kids-safe-search-engines.html>*  
*-<https://kids.britannica.com/students/article/Suni-Lee/633857>*



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